



Redesign Plan

Ypsilanti New Tech High School

Ypsilanti Community Schools

Mrs. Kelly Mickel, Principal
2100 ELLSWORTH RD
YPSILANTI, MI 48197-4803

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	20

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	32
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	37
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	40

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ypsilanti New Tech High School has 318 students with these characteristics: approximately 61% African American, 29% Caucasian, 3% Asian, 6% Hispanic and 1% unidentified. 57.64% of our students qualify for free and reduced lunch with achievement gaps in reading and math between African American and children from low SES households as compared to Caucasian children.

During this school year there are 17 classroom teachers, 3 special education teachers, and 1 full time counselor. After school options of school tutoring with classroom teachers, National Honor Society, Bright Futures and Yearbook Club are available to students. During the school day, each student is also enrolled in an Advisory course that assists them with goal setting, study skills, and college and career planning.

Perception data reveals parents generally pleased with our school and wanting more after school and evening activities. Students report that they feel their voice is heard and valued by some staff, but would like to have more staff members listen to their needs and opinions. Also, students feel that staff needs additional training in project-based learning. Staff data revealed support for the instructional program, but concern for the number of disrespectful students disrupting our classes. Staff would like additional support with classroom management and discipline. They were also concerned about our district and state's lack of funding for education and the resulting budget cuts.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

VISION:

Our Vision: Real world. Real projects. Real learning.

MISSION:

Ypsilanti New Tech High School @ Ardis is committed to our students gaining real world knowledge and skills needed to succeed in life, college, and the careers of tomorrow. We promote a culture of trust, respect, and responsibility. Students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional environment.

Project-based learning is at the heart of our instructional approach. Student learning is contextual, creative and shared. Collaborative learning promotes critical thinking, effective communication, and acceptance of diverse ideas. Access to Web-enabled computers and the latest in collaborative learning technology, enables every student to become a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge and direction.

BELIEFS:

Relationships -

- * We believe that positive relationships are the core to working together successfully.
- * We believe that by treating others as we want to be treated, the building atmosphere will reflect mutual respect for all.

All can learn -

- * We believe that we are all learners and should encourage and teach each other so we grow and flourish.

Relevance

- * We believe in making real world connections through project-based learning that are relevant to student lives, connected to the community and beneficial to the future.

Trust, Respect, Responsibility

- * We believe in the virtues of trust, mutual respect, and shared responsibility.

21st Century Skills/PBL

- * We believe in teaching content where 21st Century skills are continually modeled, instructed, encouraged and assessed to develop successful global citizens.

Safety

- * We believe in creating a safe environment where students take healthy risks and are challenged to grow in all areas.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

ACHIEVEMENTS:

New Tech Network Demonstration site for 2011-2012 and 2012-2013 school years.

Hosted numerous tours

E3 Award

presentations at MACUL, Governor's Educational Summit, Washtenaw County Commissioner's meeting

3 NTN Certified District Coaches

4 NTN Certified Teachers

Visitation from representatives from the US Secretary of Education's office

Visitation from Singapore's Education Department

AREAS OF IMPROVEMENT:

- School Culture:

Need to increase respect and professionalism among students.

Gain New Tech Network Demonstration Site Again

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

STRENGTHS:

School-wide advisory program Academic counseling embedded in the advisory curriculum Targeted workshops to improve student skill acquisition and support students with deficit skills Direct instruction and assessment of school-wide learning outcomes Student and staff culture Team/Grade level planning, project sharing, and tuning of projects Consistent expectations and classroom practices Student's presentation skills and professionalism. Partnerships with post-secondary institutions National demonstration site status with New Tech Network (Two Consecutive Years) Development of school and district trainers to support spreading instructional practices E3 Educational Excellence Award.

CHALLENGES:

Sustaining technology and one-to-one computing in our current economic situation. Student mobility due to relocation or inappropriate choice of secondary option. Developing engaging, rigorous projects aligned with common core standards. Building support systems within the classroom for special needs populations. Transitioning students and staff to project-based learning and the New Tech philosophy Scope and sequence of projects to meet common core standards in integrated classrooms. Catching students up to grade level given their entering skill level. Maintaining a positive relationship with the comprehensive high school.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		YCS Teacher Evaluation Score Sheet YCS Teacher Evaluation Rubrics 2014-15 Observation Calendar Post Observation Conference Pre Observation Conference IDP Worksheet YCS Teacher Evaluation Template

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		YCS Principal Evaluation Rubric YCS Principal Evaluation Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		YNT MOU 14.15

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Our teaching contract was ratified and approved by the Ypsilanti Community Schools Board of Education on September 8.	

Redesign Plan

Ypsilanti New Tech High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		YNT Redesign Plan Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Trish Thomas <TThomas8@ycschools.us>,
Dennis Brunzell <DBrunzell7@ycschools.us>,
Maureen Mason <MMason8@ycschools.us>,
Kelly Mickel, Principal, kmickel@ycschools.s
Rachel Jenneman, Special Education Teacher, rjenneman7@ycschools.us
David Champion, Teacher DChampion5@ycschools.us
Susanna Hanrath, Social Worker, SHanrath8@ycschools.us
Ann Saunders, Teacher, asaunders3@ycschools.us
Kathy Fisk, Teacher, KFisk7@ycschools.us
Pamela Miller, Teacher, pmiller4@ycschools.us
Sandi Stupica, Teacher, sstupica6@ycschools.us
George Lancaster, Teacher, GLancaster4@ycschools.us
Michael Podolan, Teacher, mpodolan6@ycschools.us
Linda Reinhold, Teacher, Ireinhold8@ycschools.us
Holly Heaviland, Washtenaw Intermediate Schools District, hheaviland@washtenawisd@org
Laura Frey-Greathouse, Director of Academic Programs, lfreygreathouse@ycschools.us
Tracy Walker, Grants Coordinator, twalker@ycschools.us

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The first big idea involves the need for a rigorous curriculum alignment with a clearly articulated scope and sequence, utilizing research based instructional strategies (such as direct instruction, differentiated instruction, project and problem based learning, Reading Apprenticeship).

The second big idea involves formulating a multi tiered system of support (MTSS) that will include using a universal screener and formative assessment to improve teaching and learning. Instructional Consultation Teams (ICT) are a referral tool process in which individual students are taken to a team of trained building experts to provide instructional support for the teacher to modify instruction to meet student needs.

The third big idea is focused on creating a positive climate and culture by embedding restorative practices, cultural proficiency, and PBIS. Ypsilanti New Tech is a member of the New Tech Network. New Tech schools are focused on a project based curriculum. Students are expected to work in groups as they develop and present real world projects that relate to the curriculum. We have an expectation that students display trustworthiness, respect, professionalism, responsibility. Our school has adopted the Restorative Practices model when dealing with student conflict.

State what data were used to identify these ideas

To generate the three big ideas for rapidly improving teaching and learning, the Ypsilanti New Tech school improvement team reviewed achievement data, demographic data, process data and perception data. The big idea including curriculum alignment comes from looking at achievement data, the survey of enacted curriculum and the 2012-2013 standard analysis for math, reading, writing, science and social studies. This data revealed that our curriculum is not well aligned and our students are performing below the state average on all of the standards tested. After examining the survey of enacted curriculum (SEC), it was determined that much of the curriculum was covered on a surface level only, necessitating the need to design more rigorous curriculum and projects.

Percentage of instructional time was used to compare coverage in classes to percentage of curriculum outlined in the Common Core State Standards and percentage of material tested by the ACT. Regarding the English Language Arts Content areas covered, our data indicate that instructors covered every content area measured by the SEC. The data show that in 61 of the 70 total content areas measured, instructors spent less than 2.5% of instructional time on each. For example, Reading Comprehension, measured at Level IV of Student Expectations (Analyze/Investigate) was covered in less than 2.5% of instructional time. In contrast, this same construct constitutes greater than 7.5% of the ACT and is less than 5% of the CCSS. The remaining 9 out of 70 content areas measured were covered with less than 5% of instructional time each. For example, Reading Comprehension, measured at Level I of Student Expectations (Memorize/Recall) was covered at a level of less than 5% of instructional time, while this content is greater than 7.5% of the ACT and not covered at all in the CCSS. These data indicate a wide breadth of content being taught, but a lack of depth based on instructional time used to cover the material.

By examining the data, it was also determined that instructors were covering material that is not part of the Common Core State Standards or the ACT at all. The data show that two Reading Content areas that are not part of the Common Core State Standards or the ACT were

Redesign Plan

Ypsilanti New Tech High School

covered in classes: Phonemic Awareness and Phonics. Additionally, Fluency, as well as Text and Print Features were two Reading Content areas that were covered that are not included in the ACT, although these are a small part of the CCSS (ranging from 0% to less than 5%). With regard to writing, instructors covered Listening and Viewing, as well as Speaking and presenting, which are a part of the CCSS (ranging from 0% to less than 5%) but not covered in the ACT. These data indicate a lack of alignment between instructional time and CCSS and ACT content.

Similar patterns emerged in the Mathematics Content data from the SEC. Our data indicate that instructors covered 69 of the 80 content areas measured by the Math SEC. The data show that in 56 of the 69 total content areas covered, instructors spent less than 2.5% of instructional time on each. For example, Geometric Concepts, measured at Level II of Student Expectations (Perform Procedures) was covered in less than 2.5% of instructional time. In contrast, this same construct constitutes greater than 7.5% of the ACT and is less than 5% of the CCSS. 11 out of 69 content areas measured were covered with less than 5% of instructional time each. For example, Basic Algebra, measured at Level II of Student Expectations was covered at a level of less than 5% of instructional time, while this content is greater than 7.5% of the ACT and less than 7.5% of the CCSS. These data again indicate a wide breadth of content being taught, but a lack of depth based on instructional time used to cover the material.

By examining the Mathematics data, it was also determined that instructors were covering material that is not part of the Common Core State Standards or the ACT at all. For example, instructors covered Consumer Applications at Levels I through V, while this content is only covered at Level II on the ACT and not at all in the CCSS. These data again indicate a lack of alignment between instructional time and CCSS and ACT content.

Student Perception survey data was also examined. The percentage of students who felt assigned school work was never or seldom meaningful and important was 37.1%. 43.7% of students reported that their courses were slightly or very dull. 28.6% of students thought that learning in school is slightly or not at all important for later life, while 8.7% reported never or seldom trying to do their best work at school during the past year. Taken together, the data from the SEC and Student Perception support for the need for Big Idea 1: curriculum alignment.

The data that supports the need to formulate a MTSS includes the ACT and MME achievement data. The data shows low achievement in breakdown of all subject areas: Math, Reading, Writing, Science and Social Studies. Specifically in science, 78% are not proficient, 7% are proficient and 15% are partially proficient. In math, 66% are not proficient while only 2% are proficient and 32% are partially proficient. In reading 34% are not proficient while 37% are proficient and 29% are partially proficient. In writing 29% are not proficient while 16% are proficient and 55 percent are partially proficient. In social social studies 34% are not proficient 23% are proficient and 43% are partially proficient. Looking specifically at male students in math, 63% are not proficient, 2% are proficient and 35% are partially proficient. By contrast, 69% of our female students are not proficient in math, 3% are proficient and 28% are partially proficient. When looking specifically at subgroups of our students; in math 90% of our students with disabilities are not proficient, 5% are partially proficient and 5% are proficient. Of our students who are economically disadvantaged, 72% are not proficient in math, 4% are proficient and 24% are partially proficient. Specifically looking at the performance of our population of English Language Learners in math, 75% are not proficient, 3% are proficient and 32% are partially proficient. Of our African American students 71% are not proficient in math, 29% are partially proficient and we have no African American students who are proficient in math. Looking specifically reading performance 49% of our male students are not proficient, 26% are proficient and 26% are partially proficient. By contrast our female students scored 18% not proficient in reading, 49% proficient and 33% partially proficient. When looking specifically at subgroups of our students in reading, 90% of students with disabilities are not proficient, 10% are proficient and <10% are partially proficient. Of our students who are economically disadvantaged, 36% are not proficient in reading, 38% are proficient and 26% are partially proficient. Of our African American students, 38% are not proficient, 33% are proficient and 29% are partially proficient in reading. In math, our mean ACT score dropped to 16 in 2013-2014 from 16.5 in 2012-2013. In reading, our mean ACT score dropped more than one point from 17.8 in 2012-2013 to 16.2 in 2013-2014.

Data used to determine the need to improve culture and climate included attendance data, discipline data and perception data which came from the MiPHY and the New Tech Network culture and climate survey. In the 2013-14 school year, students missed an average of 78 "periods" of class, which equates to approximately 15 days out of class over the course of the school year. This average is skewed by the 10% of students that missed the most school. This 10% missed an average of 232 "periods" of class, or approximately 46 full days of missed instruction. Additionally, in the 2013-14 school year there were 31 individual students that missed class due to either in school or out of school suspension.

Data from restorative center referrals for the 2012-13 school year shows over the course of the year a decline in use of the RC over time. First quarter data show 186 total visits, 2nd quarter 76 visits, 3rd quarter 140 visits, and 4th quarter 69 visits. This suggests that the RC intervention and restorative practices improve relationships and decrease the number of RC uses that are self recommended as well as teacher recommended. Instructional time lost from the 2012-13 year averages 20 minutes per visit.

Out of school suspensions rose gradually over the course of the year to nearly double that of the first quarter. Data relating to repeat offenders versus first time offenders was not available. There was also no correlation between unresolved restorative center issues that later became referrals.

Survey results of students attending showed that the climate is not a desirable environment. 44% of students polled answered that they did not like coming to school. However, safety concerns are low, with 70% of the students responding felt safe in school. Few students (45%) felt that teachers noticed and praised them when they were working hard. 78% felt that they did not have any say in the structure of the learning environment or what is taught. These statistics lead to the assumption the the majority of the students do not feel like they are able to make a difference in the school environment. Many students (72%) felt that they had adequate individual time with the teachers, and of those, 79% of those students got 80% or higher in their final grades.

The change in population over the school year went from 52.1% to 59.3% of economically disadvantaged enrolled in New Tech. Despite this increase, eligibility of free or reduced lunches decreased from 64.2% to 56.0%.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

When the Willow Run Community Schools and the Ypsilanti School District consolidated on July 1, 2013 and become the Ypsilanti Community Schools (YCS) all teachers, building administrators, support staff, office professionals and central administrators had to re-apply for positions within the new district. This process included a comprehensive interview guided by a team comprised of reputable, non-district educators. Those classroom teachers who re-applied for positions were required to permit classroom observations. Applications and surveys from previous administrators also informed the hiring/ rehiring process. Initially 62% of the prior staff from both districts was re-hired. The following rubric outcomes were used during the hiring / rehiring process which highlighted sought-after teaching competencies:

- Evidence of lifelong professional learning
- Evidence of setting high expectations in the classroom
- Evidence of positive relationships with other staff, students, and families
- Evidence of teaching with cultural competency, value for diversity and multiple perspectives
- Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum
- Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement
- Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement Evidence of active participation in professional learning and collaboration
- Evidence that students are accountable for positive classroom environment
- Evidence of collegial commitment and commitment to embrace new district vision and values

A comprehensive and exhaustive state-wide search then commenced to fill the available vacancies for classroom and administrative positions. The University of Michigan and Eastern Michigan University partnered in this search by recommending new graduates and seasoned instructional staff who would "fit" the instructional needs of the newly consolidated Ypsilanti Community Schools. Washtenaw Intermediate School District administrators and support staff continue to be integrally involved in the reform and consolidation initiative. These resources will remain significant and available throughout the transformation process.

Throughout the hiring process special attention was paid to recruiting teachers with proven teaching competencies especially in the area of mathematics and within an urban teaching/ learning environment. This was particularly true as teaching and supplemental support positions were filled at Ypsilanti New Tech (YNT). An aggressive process to recruit teachers with a strong understanding of mathematics pedagogy and cultural competency commenced for YNT. Similarly, special attention was paid to securing administrators and teacher leaders who have previously demonstrated the ability to connect with students and families to address pervasive under achievement and behavioral issues.

Requirement 1A:

Mrs. Kelly Mickel is currently the principal of YNT for the 2014-15 school year. This is her second year as the YNT principal. She was hired at SY 2014-2015

Redesign Plan

Ypsilanti New Tech High School

YNT during the YCS consolidation as the principal for YNT because she was previously a teacher leader for the Willow Run High School New Tech program. For all practical purposes she is a "new hire" for the school, which meets the transformation expectation. Her appointment is considered an exceptional match for YNT because she has proven capacity to demonstrate the five (5) turnaround competencies required for this plan

Early wins

Break organizational norms

Address systemic issues expeditiously

Collect and analyze available data

Create a climate that galvanized staff, students, and community around the big ideas necessary to turn around YNT.

Mrs. Mickel, along with taking on the responsibility of a new building, is the district Restorative Practices coordinator. One of the first initiatives she put into place in YNT last year was to create a Restorative Center in which students could be connected with trained staff to deal with interpersonal issues. Additionally, Mrs. Mickel realized that the students in her building are dealing with quite a few mental health and behavioral issues. She hired an additional counselor to support the students. She is working closely with community agencies to create a wrap around system of social supports for families and students struggling with the ravages of generational poverty, social isolation, homelessness and emotional trauma. Coordinated School Health programming is an integral part of what the building does to address student needs.

Mrs. Mickel has hired an on-site coach through the Safe and Supportive Schools grant to model Restorative Practices to enhance student problem solving, personal responsibility, attendance, and instructional responsiveness.

Mrs. Mickel is already working with a large group of dedicated staff members to examine the data and create programming that will best support the changes needed. She has secured consultants and educational experts to analyze historical data trends and school improvement opportunities. Mrs. Mickel works closely with the New Tech network and is creating, with them, college readiness assessments during the 2014-15 school year.

Mrs. Mickel's manner is best described as focused, caring, and she makes decisions after thoughtful consideration of all options. She is clear about the urgency to turnaround YNT and has shared this urgency with staff and the community. She clearly supports a collaborative environment, running her staff meetings in a circle format, creating a more inclusive and supportive environment. Her training in Critical Friends Groups makes her an excellent facilitator of the group decision making process. By doing this, she ensures that her staff is dedicated to the change.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Should be completed by the Superintendent/Central Office--narrative).

The district has secured a "leadership coach" and school improvement facilitator as support for Mrs. Mickel. Washtenaw Intermediate School district administrative staff and instructional consultants are also available to YNT as additional resources and reform partners. Central administrators at both the YCS and Washtenaw Intermediate are represented on the school improvement team.

These new leadership initiatives will ensure that the following Big Ideas and strategies will be embedded in the transformation efforts: Systematic and sustained focus on student achievement, instructional efficacy, data collection and monitoring where previously there was little coherence.

Systemic oversight of a guaranteed curriculum implemented with fidelity within grade levels and articulated vertically across grades; aligned

with state and common core standards where previously there was inconsistency and disconnected autonomy. Instructional coaching and Instructional Rounds implemented consistently and coordinated with periodic data team analysis of student achievement. Development of formative assessments consistently implemented to monitor carefully selected instructional targets and program effectiveness. Community health wrap-around supports to address pervasive concerns about social/ emotional issues creating an educationally unsafe environment. Eliminating Barriers for Learning modules provided by U.S. Department of Health and Human Services along with Coordinated School Health to improve school climate; a review of all referral processes, at risk factors, attendance patterns and community mental health supports.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Dissolution of the previous CBAs from both districts occurred in July 2013 due to the district consolidation. In August 2014, a new Collective Bargaining Agreement was passed by union and district leadership.

A teacher and principal evaluation tool was developed in Fall 2013 by a collaborative group of teachers and administrators developed with the help of MSU consultant, Bob Galardi. The evaluation document is predicated on the Charlotte Danielson model. Implementation of the new evaluation process began in 2013-14. The first round of classroom observations for 2014-15 will be completed by mid November.

REVISION

As required, in 2015-16, 50% of the evaluation will be driven by the measure of student growth.

For 2014-15, 40% of the evaluation will be driven by the measure of student growth.

Student growth data will be used as a part of the teacher evaluations. Standardized assessments will consist of one-third (1/3) of the evaluation and local assessments will consist of two-thirds (2/3) of the final calculation to be used in the student growth and achievement portion of the evaluation. Teachers will collect and record student data to be used in her/his evaluation that will account for 40% of the final assessment

Teachers and evaluators will establish appropriate classroom based targets and data sets. Teachers are expected to include all students. However, students who miss 25% of the days within a testing cycle may be excluded from student growth data. Additionally some students may be excluded for special circumstances with written administrative approval.

Modeling Growth Using Local Assessments

At the completion of each assessment cycle the number of students who met their expected growth will be identified by the teacher and reported to the evaluator. After a minimum of at least 2 reading, 1 writing and 3 Math assessments between Sept. 2, 2014 and March 15, 2015 an average number of students who met growth percentages will be determined. This final percentage will determine a teacher's evaluation rating on local assessments.

An assessment cycle plan will be provided to the evaluator for approval by 12/8/14. All assessments must be aligned to the State Standards.

Redesign Plan

Ypsilanti New Tech High School

Pre-test and post-test must be the same.

All teachers will use a tracking sheet to record students' growth based on the 3 ELA (one of which is a writing assessment) and 3 Math assessments

After each assessment teachers will record scores for each student by indicating the percentage of correct responses (Enter data in table above, using percentages)

After completing pre and post-assessments the teacher will be able to identify which students met their target growth scores. That score will be entered on the template in the Post Test column. If the score is the less than the Expected Growth then the teacher will mark a No in the Growth column.

Teachers will summarize each assessment by indicating how many students reached the expected growth target versus the total number of students who took the test. For example, if 25 out of 30 students met the growth target, the data will be entered on a summary template as 25/30

After the minimum of six required pre and posts are completed the teacher and principal will compute the percentage of the students who over time met their expected growth targets. Using the example used in #4 above and extrapolating the scores 150/180 which is 83%

Based on the scale used on the evaluation instrument the teacher would be rated as Effective on the local assessments portion of the evaluation.

Rating - Based on the evaluation instrument.

% of students meeting expected growth (Highly Effective 90 - 100%, Effective 75-89, Minimally Effective 60-75%, Ineffective 0 - 59%)

Modeling Growth Using Standardized Assessments

Teachers in grades 1-8, and YNT will use the NWEA as a standardized measure and use the RIT score to set growth targets.

Student growth will be based on the RIT scores using the fall as the baseline score and conclude with the final score.

Determination of a teacher's final rating using the Standardized assessment will be based on the % Students Achieving 1 year's growth in their final RIT score listed below:

% of students

% Students Achieving Projected NWEA Growth Targets

Growth

Highly Effective

90 - 100%

> 1 year

Effective

Redesign Plan

Ypsilanti New Tech High School

75-89%

1

Minimally Effective

60-75%

< 1 year

Ineffective

0 - 59%

< .5 year

A revamped mentoring program for probationary teachers is also under review. Although there was a mentoring program last year, the real needs of teachers, as determined by data from the teacher evaluation tool, will be met more efficiently by the leadership of the Assistant Director of Curriculum. Targeted professional development in areas of need will be planned.

The following rubric outcomes were used during the hiring / rehiring process which highlighted sought-after teaching competencies:

- Evidence of lifelong professional learning
- Evidence of setting high expectations in the classroom
- Evidence of positive relationships with other staff, students, and families
- Evidence of teaching with cultural competency, value for diversity and multiple perspectives
- Evidence of setting measurable learning targets, strong pedagogical knowledge, use of data and aligned standards-based curriculum -
- Evidence of using formative and summative assessments to guide instructional decision making with analysis that improves student achievement
- Evidence that instruction is responsive to students' needs and is self monitored and adjusted to improve student achievement -Evidence of active participation in professional learning and collaboration
- Evidence that students are accountable for positive classroom environment
- Evidence of collegial commitment and commitment to embrace new district vision and values

These rubric outcomes continue to be a part of the hiring process in YCS.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor. Attach the teacher evaluation and Administrator Evaluation.

Dissolution of the previous administrator CBAs from both districts occurred in July 2013 due to the district consolidation. As of October 2014, a new administrative union has not been formed.

The principal evaluation tool was developed in Fall 2013 by a collaborative group of administrators developed with the help of MSU consultant, Bob Galardi. The evaluation document is predicated on the Charlotte Danielson model. Implementation of the new evaluation process began in 2013-14. The administrator evaluation tool mirrors the teacher evaluation tool. The administrator must set goals with the superintendent at the beginning of the year and then review the goals, with evidence, with the superintendent at the end of the year. Student growth will be evaluated using both local and standardized assessments. The building principal will set goals with the superintendent to determine what assessments will be used for local data.

REVISION

As required, in 2015-16, 50% of the evaluation will be driven by the measure of student growth.

Redesign Plan

Ypsilanti New Tech High School

For 2014-15, 40% of the evaluation will be driven by the measure of student growth.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Willow Run Community Schools and the School District of Ypsilanti traditionally had a high rate of attrition / staff turn-over. Consequently it has been an instructional challenge to build upon teacher competencies from year to year. The employment agreement for YCS (Ypsilanti Community Schools) reflects a \$3000 incentive stipend for "hard to fill positions" for which YNT teachers will qualify after successfully completing the school year with a highly effective evaluation that meets all targets for student growth/ achievement.

District reform efforts reflect newly configured small learning communities, teacher leader positions at the secondary level, and instructional coaches K-12, and instructional-advocates for at risk students. A cradle to career/ college promise is a tenant of the restructuring efforts. All students will graduate from YCS with college credits and/or career endorsements as a result of the partnership with Washtenaw Community College and Eastern Michigan University. Ypsilanti New Tech students and faculty will benefit from these new district reforms.

Within the new teacher evaluation system, teachers are evaluated on effectiveness in the following areas and percentages:

- 1: Planning and Preparation (13.5%)
- 2: Classroom Environment (20%)
- 3: Instruction (20%)
- 4: Professional Responsibilities (6.5%)
- 5: Student Growth on Standardized Assessments (13%)
- 6: Student Growth on Local Measures (27%)

By December of the school year, if teachers are not meeting the criteria as determined in the initial meetings with the principal and observations, the teacher will be placed on an IDP (Individual Development Plan) and monitored for improvement. At that time, the principal will recommend improvements and may connect the teacher with the instructional coaches for intentional support. If the teacher does not show improvement, his/her name will be submitted as not being recommended to continue employment. This same process applies to the building leader as well.

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Narrative: Completed by the Superintendent/Central Office)

Ypsilanti Community Schools publishes an Administrator Evaluation timeline calendar and shares with all administrators and faculty at the beginning of the school year. All new (probationary) teachers will automatically write an IDP (individual development plan) with their building administrator.

Redesign Plan

Ypsilanti New Tech High School

According to the Administrator Evaluation timeline, any teacher or administrator who is identified by administration as needing additional support will have an IDP in place by the end of November (or as soon as issues arise). Teachers and administrators identify areas of need and set goals for improvement based on identified areas. If issues continue after an increase in class walkthroughs, modeling of expectations from instructional coach, feedback from peers and mentors on a daily/weekly basis, possible on and off site PD, then the teacher's name will be submitted to human resources and the superintendent by April 1 and teachers will receive notification that their contract may not be renewed if they are not tenured, and if they are tenured, may receive an alternative job assignment.

The process is the same for building administrators for whom there are performance concerns.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

YNT teachers are provided with professional development for ninety minutes each week.

Activity - Differentiated Lesson Design Professional Development

Professional staff will engage in mini workshops after school and during staff meetings to develop differentiated instruction lessons. Staff will meet to discuss current implementation of differentiation using student artifacts as a means of measuring effectiveness of lesson designs. Facilitators will use a tuning protocol to review student work and give feedback on possible recommendations, changes, etc. to the designs in order to improve engagement and/or student growth.

Activity -Disaggregation of data, Activity -Pre/Post Test

Facilitators will disaggregate student Mathematics data and determine focus areas of instruction for each strand. Focus Areas, Big Ideas, and Guiding Questions will be created to aid staff in developing problem-based learning modules.

When appropriate, at least once per unit, facilitators will plan a pre/post test formative assessment opportunity. Facilitators will prepare a pre-test around the planned standards for the chosen time frame. Facilitators will then analyze the student responses and use this data to inform instruction for those students already proficient. After the instruction based on the data is carried out, Facilitators will give students a post-test to gauge effectiveness of the differentiation through a measurement of student growth. This method will be utilized within the Instructional Learning Cycle.

Additionally, staff members from YNT will participate in the cohort model PD from WISD for Assessment Literacy training. This training teachers uses the model in which teachers learn an assessment skill, go back to their students and utilize the skill, then take what they have learned back to the professional learning group.

Activity - Developing Problem-Based Learning Modules

Extensive Professional Development in Problem-Based learning module creation and implementation will be planned and implemented for

Redesign Plan

Ypsilanti New Tech High School

Mathematics Facilitators. Both coaches from the New Tech Network and Intermediate School District will be utilized to provide ongoing support to Facilitators throughout implementation.

Activity - College readiness assessments, Curriculum Alignment

The instructional staff and administrator will receive training about the Common Core Standards and creating college readiness assessments to provide a clear and consistent framework to prepare YNT students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use benchmark measures to address student achievement relative to state and national targets. This curriculum work will be done on regularly scheduled district professional development days and additional days during the summer and after school.

Activity - ICT (Instructional Consultation Teams)

ICT Team will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. ICT teaming will collaboratively work to prevent over identification of students for special education. After receiving team training, the teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs.

<http://icatresources.com/research/articles.cfm>

Activity - Reading Apprenticeship

All content area teachers will participate in RA (Reading Apprenticeship) training and embed these "literacy" practices in their daily instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes. Teachers new to the district or who have not been previously trained will receive three days of training in using the RA model in all content areas. Teachers will participate in monthly after school support and training meetings to increase instructional skills in RA. Students may also participate in RAAL, (Reading Apprenticeship Academic Literacy), a subset of RA. This class for targeted students focuses on developing academic literacy skills in the content area classes that is additional to the general classroom focus on RA.

<http://www.wested.org/project/reading-apprenticeship/>

Activity - Restorative Practices

Restorative Practice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and building. Staff follow the International Institute of Restorative Practices model. The field of restorative practices has significant implications for all aspects of society -- from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations -- because restorative practices can develop better relationships among these organizations' constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority -- from parents, teachers and police to administrators and government officials -- can benefit from learning about restorative practices. The International Institute for Restorative Practices (IIRP) is a world leader in restorative practices, providing professional development and accredited master's degree and certificate programs. At the IIRP's model programs for at-risk and delinquent youth, the use of restorative practices has been shown to significantly reduce offending rates and improve youth attitudes.

<http://www.iirp.edu/what-is-restorative-practices.php>

Redesign Plan

Ypsilanti New Tech High School

<http://restorativeworks.net/>

Activity - Cultural Proficiency

Instructional staff will participate in a multi-year professional development training program offered by the University of Michigan to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students in instruction. The goal of this project is to provide educators, non-instructional staff, community members, and students with the cultural proficiency to create and maintain racially and economically just classrooms and schools through the development of:

Personal knowledge and awareness

- Increase knowledge of how race and class matter in the education system
- Increase awareness of personal bias related to race and class
- Increase awareness of how race and class impact personal educational practice

Dialogue and Relationship Building Skills

- Develop skills to engage in dialogue about race and class with students and colleagues
- Develop skills to build successful relationships with diverse groups of students and colleagues

Racially and Economically Just Curriculum and Pedagogy

- Learn models of economically & racially just education
- Develop concrete lessons appropriate for grade-level and subject area
- Develop pedagogical approaches that are responsive to diverse groups of students

Long-Term Action Plans

- Assess and evaluate school's needs at multiple levels of the system
- Develop plans of action for sustaining racial and economic justice at the school and district-levels
- Build and sustain a community of social justice practitioners

Professional Development will be evaluated using the Michigan Department of Education's Program Evaluation Tool.

REVISIONS

Under the Transformation Redesign Plan, teachers will be monitored and held accountable for implementing the material and strategies learned in professional development in a number of ways. Formal classroom observations will be conducted by the principal over the course of the year. In addition to these formal observations, the principal will also conduct regular walkthroughs to monitor for strategy use and fidelity. Regular reviews of classroom agendas through the use of ECHO will allow for a day-to-day assessment of strategies being used within the classroom. The Project Briefcase in Echo will allow for a big-picture overview of the trajectory of learning, scaffolding, formative assessment, and summative assessments scheduled throughout each larger project. Teachers who are found to be not utilizing, or not properly utilizing, the skills and strategies learned in professional development will receive additional support in the proper implementation within the classroom. Teachers who do not use this additional support to improve instruction will be reassigned.

There are also individual teacher supports that will be provided to help teachers properly implement the professional learning objectives. Within ECHO, there is a wealth of training modules that allow teachers to develop these skills. For example, there are modules on measuring student achievement, the scaffolding process, formative assessment, and school culture. These modules are designed to give teachers additional resources to improve their work within and outside of the classroom. In addition to these online resources, instructional coaches will be available on an as-needed basis. Teachers who need support in any given area will be able to request to meet with an instructional coach to work on this area. These coaches are also available to work directly with the teacher within the classroom on

implementation of the professional learning objectives.

Professional learning time will be provided for teachers in a variety of ways. First, after-school staff meeting time will be utilized for professional learning. Meeting times will be expanded from 1 hour per week to 1 and a half hours per week to provide additional professional learning time as a staff. Second, 5 professional development days are scheduled throughout the course of the school year to provide time to work towards training the staff on the professional learning objectives. In addition, the entire staff of Ypsilanti New Tech will attend the 3 day New Tech Annual Conference to work on developing and honing the skills necessary to thrive as an educator within the New Tech model. Again, instructional coaches will play an important role in providing professional learning experiences for teachers in both after-school and in-classroom settings.

Student work will also be analyzed to help drive professional learning time. Specific protocols will be used to facilitate this process. Teachers will attend a 3 day Critical Friends workshop as a staff before school starts. The protocols learned within Critical Friends training will be implemented in the analysis of student data. Teachers will be required to adhere to these protocols during professional learning time to maximize the efficiency and efficacy of the data analysis process. The data developed and examined during this process will be used to determine areas of student achievement and student needs for further skill development. This data will allow staff, as a team, to determine classroom strategies that best address student learning needs.

Professional learning will be grounded in the day-to-day-practice of teachers. Teachers will demonstrate the use of their professional learning in a variety of ways. Daily Agendas in Echo will showcase the strategies being used within the classroom that directly align to the professional learning objectives. Similarly, Project Briefcases in ECHO will provide evidence of the implementation of these objectives throughout the entire project. Project Briefcases are directly related to, and developed within, co-teacher planning time, and the professional learning objectives are expected to be reflected in the results of this planning time. Student work will also demonstrate the utilization and effectiveness of the strategies laid out within this plan. Pre- and post-test data within projects and units will be used to monitor student growth. Student growth from pre- to post-tests is indicative of the proper use of the best practices learned within professional development time, as these practices have been shown to improve student growth. Additionally, standardized test data will be used to monitor student growth. The NWEA will be administered two times within the 2014-15 school year and 3 times within the 2015-16 school year. This data will provide a standardized data point from which to discern student growth.

Recent conversations with Washtenaw Community College, an anchor partner with YCS, have lead to the opportunity to explore a potential pilot. A group will explore the possibility of YCS staff enrolling in open seats in WCC college courses at no cost to the employee. This partnership provides YCS staff with the opportunity to better understand the WCC offerings, course rigor, and class culture at their local two year community college. Staff can also deepen their content knowledge in core content and keep current in other pathway areas, as well as use these credits for state board continuing education units. This partnership model is replicated after work from West Michigan and Washtenaw Technical Middle College.

The impact of professional learning will be closely monitored to ensure effective implementation. Teacher-provided data on student achievement within the classroom will provide one benchmark for successful implementation. In addition to the classroom-level data, school-wide achievement data will be examined as a monitoring point. Perception data will also play a role in monitoring impact. Perception data will be collected from students, parents, and teachers in order to provide a wide lens through which to view the perceived effectiveness of the professional learning objectives and their overall impact on the different stakeholders in the school. Formal teacher evaluations will also provide insight into the impact of the Transformation Plan. Yearly evaluations can be examined and compared to the previous year in order to monitor teacher growth in the professional learning objectives.

Professional development activities described within this plan have been designed to specifically target each of the 3 Big Ideas developed

Redesign Plan

Ypsilanti New Tech High School

within this plan. These activities are targeted at each Big Idea as follows:

Big Idea 1: Curriculum alignment

Developing Problem-Based Learning Modules

College readiness assessments

Big Idea 2: Multi-Tiered System of Support (MTSS)

Differentiated Lesson Design

Disaggregation of data (pre- and post-test)

Instructional Consultation Teams (ICT)

Reading Apprenticeship

Big Idea 3: Positive Climate and Culture

Restorative Practices

Cultural Proficiency

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A

REVISION

When placing staff in the Priority buildings in YCS, student needs are taken into consideration. The Priority buildings have a high rate of student poverty, low student achievement, and high (20-30%) Special Education populations. Staff placed in the buildings must demonstrate the ability to work in an urban environment with significant challenges. When screening for interview candidates, teachers are selected that may have multiple endorsements, specifically mathematics and another content area, experience in high poverty schools/districts, or student teaching experiences in high poverty schools/districts. Preference is also given to those teachers who have experience in project based learning, Reading Apprenticeship and NWEA MAP assessment. Additionally staff must demonstrate, through interview questions, the importance of using data and modifying instruction based on student need. As it is a initiative that fits the needs of all Priority buildings in the district, teachers must also have a good understanding of cultural proficiency, or a desire to deepen their knowledge and improve their instructional practices in this area.

Teachers must have unique skills, and through teacher recruiting events, reaching out to specific departments at district partner teacher education programs at University of Michigan, Eastern Michigan University, and Michigan State University.

Staff will be based in the building based on the high needs of the students. Teachers with a history of effective or high preferentially highly effective teaching, will be asked to join YCS Priority Schools staff. Teachers in the Priority buildings will receive additional paid training and collaboration time, separate from what other buildings in the district receive.

Recent conversations with Washtenaw Community College, an anchor partner with YCS, have lead to the opportunity to explore a potential pilot. A group will explore the possibility of YCS staff enrolling in open seats in WCC college courses at no cost to the employee. This

partnership provides YCS staff with the opportunity to better understand the WCC offerings, course rigor, and class culture at their local two year community college. Staff can also deepen their content knowledge in core content and keep current in other pathway areas, as well as use these credits for state board continuing education units. This partnership model is replicated after work from West Michigan and Washtenaw Technical Middle College.

Willow Run Community Schools and the School District of Ypsilanti traditionally had a high rate of attrition / staff turn-over. Consequently it has been an instructional challenge to build upon teacher competencies from year to year. The employment agreement for YCS (Ypsilanti Community Schools) reflects a \$3000 incentive stipend for "hard to fill positions" for which YNT teachers will qualify after successfully completing the school year with a highly effective evaluation that meets all targets for student growth/ achievement.

Additionally, teachers who are fulfilling teacher leader roles will receive the \$3,000 stipend. Teachers to are fulfilling knowledge and skills roles (providing leadership in professional development) will receive \$2,500 stipends.

Because of the high turnover rate the district faces, at a district level, strategies are being formed to address this issue. More teacher support through the mentoring program will support staff members that are just beginning their teaching careers. Additionally, instructional coaches are present to also support staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

The first big idea involves the need for a rigorous curriculum alignment with a clearly articulated scope and sequence, utilizing research based instructional strategies (such as direct instruction, differentiated instruction, project and problem based learning, Reading Apprenticeship). The Survey of Enacted Curriculum (SEC) was taken in June 2014 as a part of a district-wide initiative. The survey data clearly shows that the teachers at YNT are teaching breadth, not depth. Much of the standards identified as requiring rigor and extensive time spent on them are only receiving surface level instruction. Additionally, standards that are not a necessity to teach are covered as well. It is the determination of the YNT leadership team that there must be more time spent on what matters most and cover curriculum standards that are what our students need to learn. Because the building already took the SEC, this year during the planning year, staff will examine the data and begin to align curriculum and standards covered in the project based learning model that YNT utilizes. In the next two years, the staff will continue to align curriculum and create formative and summative assessments that check for understanding with the curriculum taught

The second big idea involves formulating a multi tiered system of support (MTSS) that will include using a universal screener and formative assessment to improve teaching and learning. Instructional Consultation Teams (ICT) are a referral tool process in which individual students are taken to a team of trained building experts to provide instructional support for the teacher to modify instruction to meet student needs. The data in the building shows that the first tier of instruction must be improved through the alignment of curriculum. The second tier needs to be improved through the use of the screening tool and designing of lessons that address specific student areas of need. The tier two teachers will work with the Grant Coordinator to implement best practices and utilizing NWEA data to design instruction. If students are not progressing through Tier I or Tier II instruction, teachers may refer them to the ICT team. During the 2014-15 school year, a team of teachers from YNT will receive training in the ICT process. In ICT, teachers refer students to the team for evaluation. This process is a precursor to a special education referral, and will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. ICT teaming will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs.

The third big idea is focused on creating a positive climate and culture by embedding restorative practices, cultural proficiency, and PBIS.

YNT is focused on providing each student with the best and most complete education experiences. The data indicates that students who
SY 2014-2015

have positive connections with staff perform better in their classes. Additionally, students who believe they are listened to and values perform better in their classes. Believing that needs are met and problems/challenges are handled in satisfactory, restorative manners help to facilitate positive connections and relationships.

YNT is planning to implement a more comprehensive Restorative Practices program; providing staff and students with initial orientations/refreshers. Also, staff and youth will be provided with ongoing interventions, supports and community building experiences. To facilitate this process, we are suggesting that there be a full-time specialist to provide oversight, interventions, training and support. One specific objective would be the development of skilled staff and student facilitators to build capacity and sustainability.

Parents and community are essential to the success of YNT and positive connections with parents and community are also essential elements of that success. YNT serves a diverse community of students and families. To best serve students, families and communities, it is important to have proper understanding, skills and respect to effectively engage with them. YNT has begun implementing specific programming to develop and enhance cultural awareness and sensitivity. Our experiences are teaching that a more rigorous and consistent commitment will be required to be most effective in creating the desired climate and culture. This school year, we began with an intense two week period of training and interactions to enhance connections and relationships. reflections and qualitatively evaluating those experiences guide us to believe that it would be beneficial to implement shorter and much more consistent commitments of time to this process to create stronger connections, deeper and more meaningful understandings that significantly impact the culture and climate in a more authentic manner.

The culture of the New Tech Model creates a unique educational atmosphere in multiple areas including technology, soft skills, team teaching, blended curriculum, small group instruction, and real world, problem-based learning and instruction. The ideas behind New Tech ideology include team taught classes that teach 2 different subjects melded together. The curriculum is balanced, with both subjects supporting one another, and giving students the opportunity to go beyond the regular classroom by connecting with more than one subject. There are classes that are combined as math and science and well as ELA and civics. This allows the students to incorporate knowledge in a format that models the future use of content specific knowledge in an authentic way.

New Tech acknowledges the need for students to be comfortable with the soft skills that are frequently needed for working in a job. The grading process includes these skills and is divided and weighted, using skills such as agency or oral communication that are scored individually and figured into the final grade earned for the class. For example, someone who turned in a homework assignment late may receive the full content points, but have a diminished agency grade for not turning it in on time. This helps mold student's behaviors and brings the soft skills to the forefront of the discussion.

Team teaching in New Tech allows for many advantages in the learning process. More than one teacher in the room allows more individual attention to students who are in need of extra support. The New Tech Project Based Learning Model utilizes small group instruction by the way of 'workshops' to differentiate instruction, individualize instruction and reteach content. Teachers frequently pull together a subset of students for "workshops", where the students review material that they have struggled with or learn additional material if needed. This focused group instruction gives a higher rate of success for the students (Singer, Stanne, Donovan 2013). Standard frontal teaching is discouraged and inquiry based learning is utilized to improve the learning process (Magnussen, Ishida, Itario 2000).

Technology is at the forefront of education today. YNT utilizes student laptops, Smartboards, ELMOs and video equipment into the curriculum plan. Studies have shown that technology improves student achievement. Also, educators are able to track and assess student progress with the help of technology by way of the ECHO learning management system provided through New Tech Network. This provides teachers with resources, teacher training, project support, and a grading platform.

REVISIONS

Performance level data was analyzed and consistent low scores were found across all content areas. These low scores in combination with the Survey of Enacted Curriculum data indicate curriculum and instructional practices that need to be addressed. The result shown is that teachers are teaching breadth not depth, covering more material instead of exploring the targeted standards in depth. Ypsilanti New Tech will use MME and NWEA data to drive instruction and differentiate learning experiences. An analysis of the MME data identified the big ticket items needing to be addressed. Big ticket items to focus on include the writing process, writing for purpose and audience, science inquiry and reflection, world and US history and geography, and math standards in figures and properties. These issues can be addressed by looking at district and individual school proficiency targets for each subject for each year.

Data on attendance and standardized testing resulted in priority school designation. To address poor attendance, students must be highly engaged. Research shows that project based learning is more engaging than a traditional instructional program. Effective and highly effective teachers trained and supported in PBL teaching will contribute to better attendance. The teachers will also be trained in reading apprenticeship to better support the reading deficiencies. More engagement, therefore better attendance, will lead to higher student achievement.

By looking at big ticket items, we will reallocate instructional time to focus on these. This will be achieved by professional development that will include time to analyze standards and create an aligned curriculum map. New Tech Network also makes available teacher training and school support through a school development coach that provides both on site and remote support. The New Tech Network has also developed a library of online professional learning modules including modules on differentiated instruction, developing problem-based learning modules, college readiness assessments and curriculum alignment. These modules will be utilized during professional learning and will result in learning to provide more targeted instruction.

During the upcoming three years, Ypsilanti New Tech will look closely at our curriculum and it's implementation. In year one we have begun aligning curriculum across grade levels and subject areas. New Tech Network has developed College Readiness Assessments (CRA) that are imbedded into the curriculum. Implementation of the CRAs allows for rigorous alignment of college and career readiness. Ypsilanti New Tech has teacher leaders trained in developing staff capacity to implement CRAs and use data to inform instruction. College Readiness Assessment rubrics are aligned to college and career readiness standards and provide students feedback on their writing and progress on the standards. All instructional staff will imbed at least one CRA into the curriculum. Additionally in year one, the instructional consultation team (ICT) has been established to give a multi tiered support to address struggling students. Teachers collect data to identify struggling students and the instructional consultation team process provides support for the teacher and strategies for use in the classroom. All staff who have not received Reading Apprenticeship training will be trained by the end of year one. In year two, Reading Apprenticeship will be imbedded into the curriculum and teachers daily lesson plans will reflect their use of reading strategies in the curriculum. the IC team will grow and will include representation of teaching staff from all grade levels. In addition to the college readiness assessments, common assessments will be developed that are aligned with the standards and will be used to track the improvement in regards to depth of knowledge. Using the data from these tests as well as state standardized testing data, we will specifically target identified standards. In year three, established common assessment data will drive the focus of the instruction. Students will receive targeted instruction based on this data. Professional reviews by the principal will assure teacher adherence to the instructional program as well as implementation of best practices. Pre and posttest scores on common assessments will be used in the teacher evaluation process to determine teacher effectiveness.

Tracking implementation of professional goals aligned with specific instructional targets will be the responsibility of the principal and the school leadership team. The teaching staff are responsible for implementing this at the classroom level. Progress will be tracked via the

teacher evaluation process including formal observations, walkthroughs, and review of daily agendas/lesson plans. The principal will work with the teachers to develop individual and specific goals that are in alignment with the reallocated instructional time.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

In order to promote the continuous use of individual student data, formative, interim, and summative assessments will be used by all teachers. For formative assessments, teachers will facilitate assessments that measure reading comprehension at the beginning and end of each unit that utilize Common Core standards and/or ACT level reading prompts. Students will benefit from this intervention by learning about core content as they are exposed to the level of reading comprehension that is required of a college/career ready student. Content teachers will implement identical pre/post assessments and will meet to analyze the data to check for understanding and to drive instruction. All teachers will implement Individual Assessments of Knowledge and Thinking within each project to provide data for college readiness in writing. Tier I instruction will consist of high-quality, research-based instruction that is differentiated according to student needs, including workshops, collaborative learning, and inquiry-based work. For students who need Tier II support, small workshops will be provided where students will receive more individual attention and focus on their areas of comprehension difficulty. For Tier III instruction, individualized instruction will be provided. This will be targeted at areas of each individual student's deficits. Teaching Consultants will be assigned to a caseload of students who need Tier III interventions and will work directly with facilitators and students to individualize instruction. After the instruction based on the data is carried out, facilitators will give students a post-test to gauge effectiveness of the interventions they have implemented.

Math teachers will plan a pre/post test formative assessment opportunity. Facilitators will prepare a pre-test around the planned standards for the chosen time frame. Facilitators will then analyze the student responses and use this data to inform instruction around misconceptions of the mathematical concepts as well as extensions for those students already proficient. For students who need Tier II support, small workshops will be provided where students will receive more individual attention and focus on their areas of difficulty. For Tier III instruction, individualized instruction will be provided. After the instruction based on the data is carried out, facilitators will give students a post-test to gauge effectiveness of the differentiation through a measurement of student growth.

For interim assessments, students will be assessed at the beginning of the school year. Each grade level will complete an assessment appropriate for their grade level and be assessed at regular intervals throughout the year. Freshman will take the EXPLORE and will be assessed three times throughout the school year to assess growth. Sophomores will take the PLAN and will be assessed three times throughout the school year to assess growth. Juniors will take practice ACT tests three times throughout the school year to assess growth before taking the real ACT. Seniors who wish to improve their ACT scores will also be given the opportunity to be assessed with the Junior cohort. Teachers will be provided with individual student data on these interim assessments, which will allow for disaggregation of these data. The data will be used to determine focus areas for instruction tailored for each section of the Common Core and ACT.

For summative assessments, teachers will implement the post-test that matches the pre-test for each unit. This will allow direct comparison of scores, which allows growth to be measured accurately. In addition, Sophomores will take the Compass test, which is the entrance exam

for Washtenaw Community College. This assessment will summatively measure their readiness for community-college-level courses. Juniors (and the participating Seniors) will take the ACT, which is a summative indicator of college-readiness. Scores on these assessments will measure impact of the plan.

To analyze and utilize data for making instructional decisions, teachers will be provided time to collaborate. Co-teachers will meet weekly to analyze classroom-level content data from pre- and post-tests, as well as the other formative assessments outlined above. This data can be used to identify students who are in need of Tier II and Tier III support. Content-area teams will meet monthly during staff meeting time to analyze data with respect to student performance and develop interventions based on formative assessment results.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: Ypsilanti New Tech is considering shifting the 30 minutes daily that is devoted to an Advisory period towards the core academics. This would result in an additional 7-8 minutes daily per subject. This will add approximately 280-320 minutes of instruction per subject throughout the school year, without having to extend the school day itself.

Revision

8A: Ypsilanti New Tech will increase instructional time by using the Redistribution of Instructional Time 90 Day model.

<http://mistreamnet.org/videos/2604/a-redistribution-of-instructional-time-for-high-school> In year one, YNT has committed to analyzing performance level data to identify the big ticket items and create a redistributed time instructional calendar. Common planning for co-teachers and after-school faculty meeting time will provide facilitators professional learning to support the development of curriculum maps and pacing guides as well as projects and lesson plans for all subject areas. Time will be increased for addressing the big ticket items with additional time to loop back and review them every ten to twenty days. This increased instructional time spent teaching and reviewing the big ticket items will increase student achievement by using instructional time more effectively to address the identified standards.

8B: Our district has a partnership with Eastern Michigan University's Bright Futures program. Bright Futures is a grant funded program that offers a variety of after-school enrichment programs. Bright Futures connects directly with the Michigan State Board of Education's goal to "attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high-priority schools and students." The program provides academic enrichment, youth development, and regular family involvement. Aside from a wide variety of after school clubs (Photography, Video Game Design, Art Club, Creative Writing, Theater, Anime Club, Nutritious Cooking, and Music), Bright Futures collaborates closely with the teaching staff to provide quality after-school tutoring 3 days a week (2 days focused on math support, 1 day focused on language arts). The after school tutoring is facilitated by Ypsilanti New Tech Teachers, and therefore will be directly relevant to classroom instructions and expectations. Programing lasts for three hours beyond the school day.

Revision

YNT has already started to explicitly identify and select students to be invited to after school tutoring. Students are identified by review of NWEA scores, grades and course progress. Tutoring based on NWEA scores will provide students with targeted workshops that will reinforce deficit skills needed for classroom curriculum. New Tech teachers will continue to be tutors in the after school program in order to better identify and address student needs. The Bright Futures site coordinator will spend time in classrooms connecting with students and teachers in order to align after school tutoring with classroom instruction. This increased collaboration will allow for Bright Futures to better design and implement the tutoring program. This after school enrichment opportunity will provide students with specific, targeted instruction that will address deficits in math, reading and writing. The Bright Futures coordinator will review student data with YNT teachers to measure the effectiveness of the program.

Students spend 30 minutes a day in an advisory class called Connections. Connections is designed to personalize relationships between staff and students, develop students' soft skills, and connect students to school positively impacting the climate and culture. Connections advisers will meet weekly with individual students to review academic progress in courses, NWEA data, and attendance data. Advisers will work with each student to create Educational Development Plans (EDP).

8C: The New Tech Model has a focus on co-teaching. The master schedule will be developed in a manner that maximizes common planning time for co-teachers and those that teach the same subject. We believe that providing common collaboration time will result in increased curriculum alignment as well as higher quality of everyday instruction. The current schedule allows for limited collaboration. The intent of redesigning the master schedule is to increase the level of collaboration as much as staffing allows for.

Revision

YNT teachers will use collaboration time to review pre and post tests as well as student work to identify student deficits and design lessons to address them. In addition to identifying the big ticket items and developing the redistributed time instructional calendar, teachers will analyze the state standardized tests and common core state standards to align curriculum. Frequent collaboration will allow staff to develop more engaging project based learning units, lessons, and assessments aligned to the standards. Collaboration among co-teachers will allow teams to create integrated projects that are more rigorous, real world, and true to the New Tech model. In addition, staff will be required to share their work at staff meetings during our work to align the curriculum across grade levels. This alignment will give students targeted instruction that will specifically address the deficits identified by the state standardized tests.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

In order to engage students' parents, guardian and families in the redesign process, families will be provided with information and given the opportunity to be active members in the process via a number of avenues. The New Tech Advisory parent group will be provided with regular updates on the plan and progress. All attempts will be made to expand this group to include a wide range of family members from students throughout our student body. This group will also be invited to provide feedback on the plan and collaborate on finding solutions throughout the process. In addition, family members will be sought out to become a part of the School Improvement Team. Parent perception data will be collected at intervals throughout the school year, which will allow parents to provide feedback on the process of transformation. Parents will also be provided the opportunity to analyze this data and collaborate on solutions throughout the process. In

order to facilitate parent involvement in helping students become successful in gaining entrance to college, parent volunteers will be brought in for College Application Week to help students apply for acceptance and scholarships. Parents will also be invited regularly into classrooms for project events and presentations to see student progress and successes, as well as to provide feedback on student work. To help celebrate student success, parents will also be invited to Fun Nights, which provide students, teachers, families, and administrators opportunities to celebrate successes in school and also build stronger interpersonal relationships. These mechanisms will allow parents to be a part of facilitating and celebrating the successes and short-term wins that will occur throughout the process.

For parents who are unable to be active members in the transformation on a regular basis, information about the transformation will be presented in a number of formats to ensure clear communication. Information about the plan and progress will be presented regularly to the community at School Board Meetings. In addition, regular newsletters, including information about the plan, will be sent home for parents. The New Tech Facebook page and the New Tech page on the district website will be regularly updated to give parents an on-going narrative of the process and the successes and short-term wins. New Tech parents are also given access to Echo, which is the online home of classes in the school. Teachers will regularly update this site so that parents can monitor student achievement and access class resources in real time. By incorporating a variety of methods of communication, all families can share in celebrating the successes of the transformation plan.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Ypsilanti New Tech High School has numerous community partnerships that are vital to our success and vision.

EMU Bright Futures, Washtenaw Community College and the University of Michigan's College of Engineering, Michigan College Access Network and Uncommon Core Writing are a few of our academically centered partnerships. These partners provide college level support as well as academic tutoring and enrichment.

A number of organizations work with our students to provide health and wellness programs. These include The Corner Health Center, Growing Hope and the Neutral Zone.

Additionally we work with local businesses and organizations that are stakeholders in the youth of our community. Ypsilanti New Tech has established relationships with the Michigan Avenue McDonalds, PATTCAST LLC., as well as the Foster Grandparent program.

Ypsilanti New Tech will make an intentional effort to recognize and celebrate our existing relationships. We will utilize our staff, student and parent base to continually expand our pool of partnerships. The unique Project Based Learning that occurs at Ypsilanti New Tech is conducive to forming content based and real world relationships with community partners.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

With community input the following administrative documents were developed for Ypsilanti Community Schools:

1)5 Pillars of Success around which substantive program reform is occurring:

Birth through kindergarten entry Leadership at all levels

Positive culture and climate focused on learning

High quality teachers/ teaching

Every student will have an opportunity to earn college credit or career credentials prior to high school graduation

2)5 Guiding Principles which will frame operational practices and accountability measures: High expectations

Evidence-based best practices while allowing for creativity and innovation

Family and community partnerships

Student voice and empowerment

Responsibility, efficiency and financial viability

Because of these district core commitments, the flexibility of staffing, use of time, professional learning, and budget all depend on the building level school improvement team.

Laura Frey Greathouse and Tracy Walker comprise the district's "turnaround office". Mrs. Walker works closely with state and local officials to ensure all federal and state grants are appropriately configured to comply with compliance expectations. Her years of expertise and extensive networking are a major asset for the district. Mrs. Frey- Greathouse supervises the academic programs and instructional needs of the district. This is no small undertaking as the school year gets started. She knows the Ypsilanti community well and served in a central administration position prior to the consolidation efforts. The turnaround office will work in cooperation with the school leadership team to ensure that the academic needs of the students are met.

REVISION

The School Improvement Team and building leader will determine the school's Title I budget (subject to federal regulations).

A signed Executed Addendum was is attached to the Priority Plan.

The building leadership has the flexibility to recruit, hire, and evaluate staff based on building needs. The building leadership team has the ability to work with district leadership to adjust calendars and schedules as needed based on building needs. The building staff will

participate in district professional development as it applies to the building priority plan but will also have the flexibility to request additional professional development as needed based on the evaluation of data. The building administrator has budgetary operational flexibility (subject to federal regulations) to monitor funds allocated to the building and may determine how funds are used for staffing, supplies, or other needs.

All decisions regarding the Priority Plan, Unpacking Tool, and the Title I/31A program will be made by the YNT leadership team.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The District, because of the consolidation, has a very collaborative working relationship with Washtenaw Intermediate School District. District Leadership works closely with WISD leadership in many areas. Additionally, the District has partnered with Michigan State University consultants for intensive data training with the district leadership, building principals, and building teacher leaders to evaluate gaps and determine needs.

Laura Frey-Greathouse is the central office contact person responsible for monitoring and supporting the school. Because of the needs of the district Priority Schools, the district hired an Assistant Director of Curriculum so Mrs. Frey-Greathouse could dedicate more time to the Priority buildings.